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ABSTRACT

This report documents the Strategies to Advance the Internalization of Learning (SAIL) program developed at Michigan State University (MSU) to promote international, comparative, and cross-cultural learning and cross-cultural understanding in the university community. A total of 350 foreign and U.S. students who had international experience attended a series of training workshops to learn to become "cultural consultants," who then were invited to speak in college academic courses and in community settings, participate in cross-cultural education workshops for elementary and secondary schools, and participate in orientations for overseas study. A student talent bank was developed to match student backgrounds with the needs of prospective users of cultural consultants. U.S. students returning from overseas studies programs reported that the SAIL experience aided them in their reacclimatization to the United States and gave value to their overseas experience. Foreign students indicated that they felt valued for who they were culturally and had learned more about other cultures and about the United States. An international issues survey, which is appended with instructions, was developed to obtain a baseline level of information on the general cultural and global knowledge and sensitivity of MSU undergraduates. Appended also are examples of uses for cultural consultants and an essay titled "What Is a Cultural Consultant?" (SW)



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# The Strategies to Advance the Internationalization of Learning (SAIL) Program

ED 417 625

**Grantee Organization:**

Michigan State University
Office of International Studies and Programs/Office of International Education Exchange
103 Center for International Programs
East Lansing, MI 48824-1035

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## II. SUMMARIES

### The Strategies to Advance the Internationalization of Learning (SAIL) Program

### A. PROJECT SUMMARY

The **Strategies to Advance the Internationalization of Learning (SAIL) Program** involves using the rich resources and expertise brought to the university by foreign and internationally experienced U.S. students, who are recruited and specially trained as "Cultural Consultants" to share their expertise in courses and programs which have comparative, international, and/or cross-cultural foci. The aim of the SAIL program is to better educate the undergraduate students and members of the Michigan State University community on international, comparative, and cross-cultural learning, and promote cross-cultural understanding in the university community. Since beginning the program, we trained 350 students as cultural consultants. We have found cultural consultants to be very valuable resources and have been effective in promoting and enhancing cross-cultural and global learning, especially when course and program participants have the opportunity to interact widely with cultural consultants. We also learned that the experience of serving as cultural consultants enhanced the consultants' own education. U.S. students returning from overseas studies programs reported that the SAIL experience immensely aided them in re-acclimating to the United States and immediately gave value to their overseas experience. Foreign students indicated that they felt valued for who they were culturally and that they learned more about other cultures and the U.S.

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**Project Reports:**

SAILBOOK: Report of the Strategies to Advance the Internationalizing of Learning (SAIL) Project
International Issues Survey Report
SAIL Training Materials

## B. EXECUTIVE SUMMARY

**Project Title:** **The Strategies to Advance the Internationalization of Learning (SAIL) Program**

**Grantee Organization:** **Office of International Studies and Programs\
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Michigan State University
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### A. Project Overview

Given the increasing importance of learning about the world and other cultures, Michigan State University developed the Strategies to Advance the Internationalization of Learning (SAIL) Program. The primary thrust of SAIL has been the "Cultural Consultant Program" which involves using the rich resources and expertise brought to the university by foreign and internationally experienced U.S. students, who are recruited and specially trained to share their expertise in courses and programs which have comparative, international, and/or cross-cultural foci. The aim of SAIL is to better educate the undergraduate students and members of the Michigan State University community on international, comparative, and cross-cultural learning, and promote cross-cultural understanding in the university community. Since beginning the program, we trained 350 students as cultural consultants.

We have found that cultural consultants are valuable resources and are effective in promoting and enhancing cross-cultural and global learning, especially when course and program participants have the opportunity to interact widely with cultural consultants. Evaluations indicate that cultural consultants provide a valuable enhancement to traditional approaches to teaching about cultural, global and international topics.

During the project, we assumed students would enjoy sharing their cultural expertise, but were surprised by the numbers of students willing to do so -- especially on a volunteer basis. We were equally surprised to learn from students that serving as cultural consultants enhanced **their own** educational experience. For U.S. students returning from overseas studies programs, the SAIL experience was instrumental in helping them in re-acclimating to the United States and also provided an immediate sense of validity and value to their overseas study experience. For foreign students, they felt valued for who they were culturally by the university since SAIL offered an opportunity to teach students from the U.S. and other countries about their culture and country. They also learned more about other cultures and the U.S.

## B. Purpose

The SAIL Program was developed to better educate the undergraduate students and members of the Michigan State University community on international, comparative, and cross-cultural learning, and promote cross-cultural understanding in the university community. Efforts to provide better international and global education have been ongoing at MSU since the late 1970's based on the assumption that making the university more international, or global, was an important goal if students were to be properly prepared for the challenges of the late 20th and upcoming 21st century. To meet this goal, it was believed that all of the institution's human resources -- faculty, staff *and* internationally experienced students -- should be involved. Prior to the advent of SAIL, efforts had been made to utilize faculty and staff, but not students. Foreign and internationally experienced U.S. students provide a vital link to promoting an awareness of cultures, countries, and global issues because they can relate at a peer level with other students. Such peer contact has proven to be an effective tool for teaching and the SAIL project is providing further evidence to support this notion.

In addition to introducing the concept of using cultural consultants, we aimed at having curricular and co-curricular offerings move beyond considerations of "objective" aspects of culture, i.e. history, geography, politics, and economics of a culture or country, to considerations of more "subjective", personalized facets of culture, i.e. day-to-day habits, family structures, schooling approaches, holidays, eating customs, food, marital customs, etc. We also wanted to promote personal contact with individuals of other cultures in the process. We believed that such interactions would heighten levels of cultural and global understanding.

## C. Background and Origins

Michigan State University's commitment to a strong international dimension through teaching, research, student affairs, and outreach activities initially was enunciated in the 1950's. This commitment has been reaffirmed over the years by the University's Board of Trustees and other University leaders who have recognized the urgent importance of fully globalizing the university and focusing **all** of the institution's human resources on this goal. A mandate to achieve this goal was established in the late 1970's and has been refashioned continuously. SAIL was designed by a committee of faculty and staff brought together to examine the impact that globalizing efforts were having on students and the role they could play. It is a product of the sustained determination by the university to refine and expand the international orientation of Michigan State University and in this process to prepare students to be global citizens.

## D. Project Description: Innovative Approaches

SAIL was initiated in September, 1990. Many innovative approaches have been developed to integrate cultural consultants into the cultural and global learning environment, including:

1. **Developing the Cultural Consultant Program and Student Talent Bank**: The **Cultural Consultant Program** is the cornerstone of the SAIL program. Cultural Consultants are specially recruited and trained foreign and internationally experienced U.S. students, who serve a very significant function. To facilitate access to information about the cultural consultants, a **Student Talent Bank** was developed using D-Base Software to maintain data about cultural consultants and is used to facilitate identifying cultural consultants who can meet the needs of prospective users.

2. **Developing and Implementing Training Modules**: Students serving as Cultural Consultants participate in training workshops focusing on elements which help consultants become effective cultural and global educators. These have stressed **understanding one's own culture and other cultures, learning how to convey cultural knowledge across cultures, being an effective cultural consultant both within and outside SAIL, and communicating their knowledge to different audiences and in different settings**. Students are trained to communicate across cultures, using a model we call "bridging" which emphasizes understanding ones' own experiences/culture **and** postulating about the expertise/knowledge of the audience to whom they will speak. The idea is bringing the awareness level/cultural perspective into the equation of teaching to prepare an approach that can be understandable within the context of the audience. In short, we stress the **development of cultural and global educators** through our training. These training programs also serve to develop an *esprit de corps* among the consultants.

3. **Programs**: Cultural Consultants are used in three primary ways:

**Academic Programs**. This is an area which is the most fertile ground for benefits to be obtained from using cultural consultants and for reaching the audience with the widest range of interests. It involves consultants participating in courses and/or academic workshops to teach about cultural or global phenomena. Areas of involvement include such activities as academic courses, Overseas Studies Orientations, and the Global Awareness Consortium.

**SAIL Speakers Program/Community Activities**. These are designed to have either cultural consultants who are native to a particular country or region of the world, or U.S. students who have lived or studied overseas, speak about cultures and countries outside the U.S. with Michigan State University students, faculty and staff, and community-based programs. The community-based programs were the source of the most frequent requests for cultural consultants.

**Internationalizing Student Life Programs and Cultural Awareness Training**. These include, among other activities, speaking before student groups, planning cultural programs, serving on panel discussions about cultural and global issues for MSU students, faculty, and student life staff, and working with training teams to promote awareness and understanding toward cultures different than our own. This is one of the arenas where SAIL has been very active since its inception. Internationalizing Student Life (ISL) has created programs and SAIL supplies cultural consultants for many of these programs.

## E. Evaluation/What We Have Learned

We have found that cultural consultants are valuable resources and are very effective in promoting cross-cultural and global learning, especially when course and program participants have the opportunity to interact widely with cultural consultants, allowing for "student to student" interactions. Course faculty and program leaders report that students in their courses and programs benefitted greatly from interactions with the cultural consultants. The opportunity to hear from individuals who reside in particular countries has enhanced learning and resulted in different approaches on the part of students to examining course and program subject matter. For example, papers submitted in courses using cultural consultants referred to issues prominently raised in discussions involving cultural consultants. Moreover, faculty reported that cultural consultants were often asked questions about day-to-day existence, family structures, schooling approaches, holidays,

eating customs, food, etc. In short, the subjective/personal world of cultures was discussed in courses, thus achieving one of our goals. Overseas Study Orientations have served as a forum for questions which deal with the "nitty gritty" of experiencing a country from a student perspective. Students appear more willing to address such questions to cultural consultants than they do to faculty and apparently gain much from the experience. Students returning from programs report that speaking to a cultural consultant beforehand proved to be very useful during their study program as it reduced anxiety and opened up aspects of the program not discussed elsewhere.

In community programs, elementary and secondary school teachers report that there is considerable discussion by students about the visiting cultural consultants and their respective countries, and these discussions take place at home as well as at school. Of equal importance is that school administrators report their schools have taken on a more global approach to learning and the learning environment in part due to the interaction with visiting cultural consultants. Students, teachers, administrators and staff seem "to be more culturally aware", even a year after consultants have visited a school.

In examining the effectiveness of consultants in programs, we also learned that in addition to having the opportunity to interact widely with cultural consultants, several other factors facilitate successful use of consultants. These include a) those requesting cultural consultants being clear about their needs, plans, and expectations, and articulating these to cultural consultants; b) cultural consultants being appropriately matched with the course and/or program; c) planning and training with the cultural consultants occurring and the consultants understanding the role they are playing in the course or activity; and, d) class members, workshop participants, and other audiences understanding the role cultural consultants play.

In summarizing the value of utilizing cultural consultants, we have learned that cultural consultants are a very valuable resource and enhancement to traditional approaches to teaching about international, comparative and cross-cultural subjects. We found that students apparently are exposed through contact with cultural consultants to aspects of cultures and countries typically not presented in many courses, and the person-to-person contact facilitated greater awareness about cultures and countries outside the United States. While cultural consultants are a valuable resource, we cannot say that cultural consultants provide a more qualitative perspective (or "better education") than traditional approaches to cross-cultural, global and international learning. They do represent a valuable resource which we believe should be utilized. We also learned that there was careful balance to maintain, in that the most successful approaches were those coordinated closely with supportive faculty whose approach was complemented by the presence and involvement of cultural consultants.

In considering the impact that SAIL participation has on the foreign and U.S. students serving as cultural consultants, we assumed that students would enjoy speaking about their experiences. However, we were surprised -- pleasantly -- on two fronts. One surprise was that so many students wished to volunteer to be cultural consultants. The second was learning that students serving as cultural consultants found this experience to be a very valuable enhancement to **their** own educational experience, too. U.S. students returning from overseas studies programs reported that the SAIL experience immensely helped them to re-acclimate to U.S. culture, validated this experience for them as being worthwhile, and offered them an opportunity to share their experiences with others. Foreign students indicated that they felt valued for who they were culturally since SAIL

provided an opportunity to teach students from the U.S. and other countries about their culture and country. We speculate this may have an impact on their overall acclimation to the campus and U.S. culture since that identity is being valued. They also are learning more about the U.S. educational system, and other cultures, including but not limited to U.S. cultures. Moreover, both foreign and U.S. consultants reported that one of the most enriching aspects of SAIL was the opportunity to interact with each other. Consultants sought out opportunities to meet even when formal activities were not planned.

There were also results which were not as positive. For example, while we believe academic courses are the arena which is the most fertile ground for benefits to be obtained from using cultural consultants, we did not have the degree of success that we expected for incorporating cultural consultants into courses taught on campus. MSU faculty, in general, praised SAIL and its aims. Cultural consultants were used in various disciplines, most notably, Social Sciences, Natural Sciences, Arts and Letters, Education, Agriculture, and Business, and in all cases were reported as being valuable resources for learning. However, cultural consultants have been utilized only to a small degree, albeit successfully, on campus. They have been utilized more frequently by the member community colleges of Michigan Global Awareness Consortium and four year colleges located near Michigan State University. Factors effecting this aspect of SAIL were a change in calendar systems from quarters to semesters, and revision of curriculum, which faculty reported as taking up a great deal of their time. Faculty indicated that new approaches would be beneficial, but the timing was not propitious for doing so. Additionally, we struggled with trying to understand the "culture" of the faculty. This, in retrospect, seems ironic given that part of our purpose was helping students to become more "culturally" aware. As a result, in spite of positive reviews and support from on-campus faculty, our efforts to infuse consultants into the classroom were more successful away from campus.

We also discovered that using students is not without problems. Some students are not reliable, agreeing to participate in a class or a co-curricular program and then not appearing. Some consultants proved to be better suited for some programs than for others. An example of this was a student who was very good in small groups or on panels, but literally went speechless when she had to speak before a large group by herself. But these were clearly the exceptions rather than the rule, with the cultural consultants usually very prepared and eager to participate in activities.

The final lesson we learned was that implementing a program such as SAIL involves a great deal of time. It needs to be done on a full-time basis rather than the part-time implementation we undertook due to funding limits, or focused on just one of the three areas of programming. We learned that many of the programs and courses seeking cultural consultants had not fully developed a plan for incorporating the consultants. "We want a speaker" or "we want a panel" was often the request, without consideration of how this would fit into their course or program. As a result, we developed a planning approach for developing programs and how consultants can be used. We learned that a great deal of time is needed to fully develop approaches to planning, promoting, utilizing and evaluating the ways cultural consultants were used.

## F. Dissemination and Continuation

FIPSE projects are developed to be models and we believe the SAIL program fits this agenda. It is easily replicable and has applications at large as well as small institutions. The "Cultural Consultant Concept" has a wide range of applications and can be easily implemented.

To date, information about the SAIL program in the form of pamphlets and reports about SAIL has been sent to over 200 institutions around the United States and to approximately 35 universities overseas. There has been a great deal of interest in the SAIL program and in our approaches to infusing students into curricular and co-curricular approaches to internationalization. In addition, to mailings, papers about SAIL or aspects of the program have been presented at such meetings and conferences as the FIPSE Annual Directors meeting, and the National Conference of NAFSA: Association of International Educators (1991, 92, and 93), regional and state meetings of NAFSA: Association of International Educators (1992 and 93). We know that our model has been developed at several other institutions to date.

Our plans for continuation include being housed in the newly formed Office of International Education Exchange. Cultural consultants are being used in Overseas Study Orientation programs and in community-based programs as this report is being prepared. Moreover, SAIL recently co-sponsored a Hunger Awareness Program and Soccer Tournament, and is facilitating cross-cultural communication workshops on campus and in community organizations.

## III. REPORT

**Project Title:** **The Strategies to Advance the Internationalization of Learning (SAIL) Program**

**Grantee Organization:**
**Office of International Studies and Programs\
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East Lansing, Michigan 48824-1035**

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### A. Project Overview

Given the increasing importance of learning about the world and other cultures, Michigan State University developed the Strategies to Advance the Internationalization of Learning (SAIL) Program to further cultural and global awareness and understanding among students and other members of the MSU community. The primary thrust of SAIL has been the "Cultural Consultant Program" which involves using the rich resources and expertise brought to the university by foreign and internationally experienced U.S. students, who are recruited and specially trained to share their expertise in courses and programs which have comparative, international, and/or cross-cultural foci. The aim of SAIL is to better educate the undergraduate students and members of the Michigan State University community on international, comparative, and cross-cultural learning, and promote cross-cultural understanding in the university community.

It was assumed that students would be willing to give of their time to share their international knowledge and cultural expertise with other members of the MSU community. Since graduate foreign students (75% of MSU's foreign student population) have several commitments already to meet ( classes, research, family, etc.), we set our expectation for a limited return, hoping for diversity within that group given the manner in which we recruited. The response to our efforts exceeded our expectations. Since beginning the program, we trained 350 students as cultural consultants.

The strategies in which cultural consultants are utilized are many and varied. These include such activities as speaking in academic courses, participating in cross-cultural education workshops for elementary and secondary schools, speaking to community groups, participating in overseas study pre-departure orientations, facilitating student leadership programs, and taking part in cross-cultural awareness workshops. Prior to involvement in such programs, consultants participate in **training programs** geared to teach students to be effective educators of cultural and global phenomena.

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We have found that cultural consultants are valuable resources and are effective in promoting and enhancing cross-cultural and global learning, especially when course and program participants have the opportunity to interact widely with cultural consultants. These "student to student" interactions seem, according to our evaluations, to have a significant impact on furthering cross-cultural and global learning. Evaluations indicate that cultural consultants provide a valuable enhancement to traditional approaches to teaching about cultural, global and international topics. Other factors facilitating successful use of consultants include those requesting cultural consultants being clear about their needs, plans, and expectations, and articulating these to cultural consultants; cultural consultants being appropriately matched with the course and/or program; and, class members, workshop participants, and other audiences understanding the role cultural consultants play.

During the project, we were surprised - pleasantly -- to learn from students that serving as cultural consultants enhanced **their own** educational experience immensely. For U.S. students returning from overseas studies programs, the SAIL experience was instrumental in helping them to re-acclimate to U.S. culture while sharing their experiences with others. It also provided an immediate sense of validity and value to the cultural aspect of their overseas study experience. For foreign students, they feel valued for who they were culturally by the university since SAIL offered an opportunity to teach students from the U.S. and other countries about their culture and country. Moreover, both foreign and U.S. consultants reported that one of the most enriching aspects of SAIL was the opportunity to interact with each other. They sought opportunities to meet even when formal activities were not planned.

### B. Purpose

The SAIL Program was developed out of the need to address the increasing importance of teaching about the world and other cultures. Efforts to do this have been ongoing at Michigan State University since the late 1970's based on the assumption that fully internationalizing, or globalizing, the campus was an important goal if students were to be properly prepared for the challenges of the late 20th and upcoming 21st century. To meet this goal, it was believed that all of the institution's human resources -- faculty, staff *and* internationally experienced students -- should be involved. Prior to SAIL, efforts had been made to utilize faculty and staff, but not students. Foreign and internationally experienced U.S. students provide a vital link to promoting an awareness of cultures, countries, and global issues since they can relate at a peer level with other students. Such peer contact has proven to be an effective tool for teaching and the SAIL project is providing further evidence to support this notion.

Related to the issue of internationalization was helping students gain more than the objective knowledge of other cultures, which they could receive from books. We wanted to develop strategies which were aimed at having curricular and co-curricular offerings move beyond considerations of "objective" aspects of culture, i.e. history, geography, politics, and economics of a culture or country, to considerations of more "subjective", personalized facets of culture, i.e. day-to-day habits, family structures, schooling approaches, holidays, eating customs, food, marital customs, etc. We see it as important for students to learn about daily, person-to-person customs. We also wanted to help students preparing for study in other cultures to understand the essence and benefits of cultural immersion and to promote personal contact with individuals of other cultures in the process. We believed that such interactions heighten levels of cultural and global understanding and that peer contact would be valuable in this process, believing that students would address questions to other

students -- the "cultural consultants" -- which they would not ask faculty. Moreover, they would have an opportunity to experience first hand a personal perspective on issues and topics related to a particular culture or country. After three years of the SAIL Program, we have not altered our beliefs, but have come to realize that the most successful learning apparently occurs when there is a balance between traditional classroom approaches and involvement of cultural consultants.

One of our purposes was to internationalize the classroom in a way not previously attempted. Efforts prior to SAIL focused on traditional teaching approaches to further global and cultural awareness. We wanted to integrate cultural consultants into the classroom. We believe this still is important and to the extent that we were able to do so, students benefitted from interaction with cultural consultants. We however failed to make the impact that we had anticipated as efforts to make inroads into the faculty did not meet the desired response. We believe that this occurred for several reasons.

The first was that in the planning stages, we included a subset of the faculty already committed to internationalization - or at least the idea of internationalization. These faculty members were very enthusiastic, but we did not obtain commitments from all faculty members of the committee to utilize the cultural consultants. In retrospect, we assumed that faculty on the planning group would embrace the idea and use the cultural consultants and work to promote inclusion of consultants by other faculty. This assumption proved to be faulty.

Second, as the SAIL program was being initiated, Michigan State University was undergoing a calendar change from quarters to semesters. This involved a commitment on the part of faculty to change their courses. Accompanying this change was a complete restructuring of the core requirements for undergraduate students. We anticipated that the SAIL program would fit nicely into this process. However, we found that most faculty, while appreciative of the goals of SAIL, did not have time to restructure their courses to involve a cultural consultant component and still meet the university requirements for course approval so the calendar restructuring could occur on a timely basis. We struggled with trying to understand the "culture" of the faculty, which seemed ironic given that part of our purpose was helping students to become more "culturally" aware. Our workshops, mailings, meetings, etc. were warmly received but did not result in faculty utilizing cultural consultants on a wide-scale basis. One recommendation we have is that institutions planning to have a SAIL-like program should include faculty in the planning process, in promoting the program and helping others to understand the "culture" of faculty. It might also be useful to avoid implementation at times when institutional pressures of greater weight persist.

Another factor for not obtaining the desired response was staffing arrangements. SAIL was developed with the idea of being a program coordinated by full-time staff dedicated solely to the SAIL Program. Due to funding limits, the program was instituted on a part-time basis. This had repercussions for the program, given that staff had other responsibilities. Through contact with other FIPSE projects, i.e. University of California at Irvine, University of Oregon, SUNY at Binghamton, among others, we learned about a variety of valuable approaches to promote SAIL. However, we were unable to fully implement all of these, partly due to time constraints. If a full-time program can not be implemented then focusing on specific application for cultural consultants would be a reasonable alternative. Again, in retrospect, even with the success the SAIL Program experienced, we believe it may have been more successful if the focus of SAIL had been limited to one of the areas in which it was active.

One of the purposes of SAIL was to provide a better education for students at Michigan State University on cultural, comparative, and international learning. We believe we have been successful in helping to create a climate where students felt a part of this process, and for the students who participated as cultural consultants, we believe their education was especially enhanced. They have reported that SAIL has been very instrumental in opening for them worlds of knowledge of which they were not previously aware. The program complemented and validated for U.S. students their overseas study, and brought them into contact with international students who offered new worlds of learning to the U.S. students. We received reports that our training programs were among the most enjoyable aspects of SAIL because these brought students together to share ideas and different cultural perspectives. Programs which involved foreign student cultural consultants brought reports from the consultants that the opportunity to talk about their culture made them feel valuable and valued. We expected to have cultural consultants find the experience valuable, but were surprised at the extent to which this occurred. If we were remiss in this aspect of SAIL, it was in not utilizing cultural consultants in the administrative facets of the program. To the degree we did, the results were very beneficial.

### C. Background and Origins: Internationalization Efforts at MSU

Michigan State University has had a long commitment to a strong international dimension through teaching, research, student affairs, and outreach activities. Enunciated initially in the 1950's, this commitment has been reaffirmed over the years by the University's Board of Trustees and other University leaders who have recognized the urgent importance of fully globalizing the university and focusing **all** of the institution's human resources on this goal.

In the late 1970's, Dean of International Studies and Programs, Ralph Smuckler, appointed an across-the-university committee to develop a long-range plan for internationalizing the curriculum of MSU. From this committee, the Report of the International Studies and Programs Review and Planning Committee was produced. The report made several recommendations which fell into seven categories: 1) infusing a "more substantial international dimension...into the undergraduate curriculum"; 2) increasing support for faculty efforts in the international field through alterations in "MSU's budgeting and reward systems"; 3) increasing attention to "the exchange and flow of information about international activity and study at MSU"; 4) increasing attention to "stimulating graduate program development in the international area"; 5) better integrating "students and faculty from outside the United States...into the academic process"; 6) better integrating and feeding back "into the on-campus education process what is learned from international grants and contracts"; and 7) strengthening "off-campus and outreach programs in international education."

This committee's efforts were complemented in Spring 1989 when a Joint Task Force on Internationalizing Student Life was appointed by the Vice President for Student Affairs and Services Moses Turner and Dean Smuckler to make recommendations to enhance the international environment of student life for all students at MSU. These recommendations were: 1) to develop and enhance the **formal** mechanisms for Internationalizing Student Life and Culture at MSU, something not addressed by the 1979 Committee, and 2) to establish an on-going coordinating body of academics and student affairs and services professionals, with sufficient staff and financial support to ensure that an innovative international environment is provided for MSU's undergraduates.

Steps to implement most of the above recommendations have been taken during the last 15 years. For example, MSU has adopted a foreign language graduate requirement for *all* of its students for the first time in its history and has taken steps to revise its General Education requirements so *all* students learn about *all* major cultures in the world; tenure and promotion forms have been revised so that international activities are specifically commented upon; the Dean of International Studies and Programs has been provided funding to fill international curricular gaps -- allowing the introduction of undergraduate courses on Soviet Economics, Central American Politics, Women in International Development, etc; funds have been garnered from the Kellogg Foundation so that foreign students and scholars can lecture at member community colleges of the Global Awareness Consortium and so that faculty from those colleges can come to MSU to attend summer international instructional institutes and tutorials; and, overseas study programs have been expanded. New Student Life programming initiatives include development of the Internationalizing Student Life Program and a video on multi-cultural life at MSU (partially funded by SAIL).

The urgent importance of fully internationalizing, or globalizing, our community and focusing all of the institution's human resources -- faculty, staff *and* internationally experienced students -- on this goal has long been sounded at MSU. This goal has been repeatedly endorsed and furthered, as MSU moves toward being "more diverse and more pluralistic," and develops ways to prepare students to become "global citizens". The University leadership has expressed their determination to sustain, refine and expand the international orientation and status of Michigan State University. Internationalization is clearly tied to developing a pluralistic and diverse community, and preparing students for understanding and participating more fully in a global environment.

## D. Project Description

**SAIL** builds upon and fulfills what remains of the recommendations of the comprehensive plan outlined in 1979 and supplemented by the 1989 Task Force's recommendations. SAIL was designed by a committee of faculty and staff brought together to examine the impact that globalizing efforts were having on students and the role they could play. It is a product of the sustained determination by the university to refine and expand the international orientation of Michigan State University. In this process, much is being done to continue revising curricular and co-curricular offerings to include international and cross-cultural dimensions and many approaches are being used. These include the use of individuals who have international and/or cross cultural experience and expertise as resources. **SAIL**, with its focus on 1) the creation of a computerized **student talent bank**, which includes information about volunteering foreign students and U.S. students with overseas living and/or studying experience; 2) the selection of students from the talent bank to serve as **cultural consultants** in a variety of unique ways; and, 3) the identification of existing or developing curricular and co-curricular programs which will benefit from student resources, lends itself well to these approaches.

SAIL has been in existence since September, 1990. In that time, it has engaged in a number of activities aimed at meeting its goals. The following is a summary of some of these activities:

### 1. Developing the Cultural Consultant Program and Student Talent Bank

The **Cultural Consultant Program** is the cornerstone of the SAIL program. Cultural Consultants, i.e. foreign and U.S. students with international and cultural knowledge and expertise, serve as

SAIL's vital human resources for the program. Using D-Base software, we created SAIL's **Student Talent Bank**. Modeled after our faculty vita bank, the "talent bank" is a data base for maintaining information about our cultural consultants. We envisioned using this information to match student backgrounds with the needs of prospective users of cultural consultants. In reality, we learned that, while the talent bank was a valuable resource, it became so not because of our ability to match needs with student expertise but because we were able to get ready access to student addresses and phone numbers which facilitated contacting students. Moreover, through training programs and experience, we found that many students had self-selected into activities which proved not to be to their liking or suitable to their abilities. Thus, we modified records in the data base to maintain only data most frequently accessed - information about country, international experience, and language proficiency.

In addition to developing the Student Talent Bank, we recruited students to serve as cultural consultants. This involved several approaches, including meeting with such offices as the Office for Overseas Study, the Office for International Students and Scholars, the Multi-Disciplinary Program in International Studies, and Phi Beta Delta (the International Honorary Society) to promote the program and to obtain access to mailing lists for selected groups of students, placing advertisements in the *STATE NEWS* (the campus student newspaper) and in newsletters of the Office for International Students and Scholars and Phi Beta Delta. Letters of invitation to be a cultural consultant were sent to nearly 4000 students during the past three years.

It was assumed that students would be willing to give of their time to share their international knowledge and cultural expertise with other members of the MSU community. However, since graduate foreign students (75% of MSU's foreign student population) have several commitments already to meet ( classes, research, family, etc.), we set our expectation for a limited return, hoping for diversity within that group given the manner in which we recruited. The response to our efforts exceeded our expectations. 350 students, representing over 40 countries, have participated as cultural consultants since the program began, with 158 still participating as of September, 1993. Of this group, 35% are U.S. students, the majority of whom are undergraduates who have enrolled in an overseas study program and are also enrolled in an major with an international focus. Of the foreign students, the majority are graduate students representing a widely diverse array of majors and backgrounds. The cultural and global topics on which students have knowledge and expertise is equally diverse. In our interactions with consultants, we learned that the underlying theme as to why students are volunteering as consultants has been a strong desire to talk with others about their cultural experiences and about global issues. This way they can not only provide information about their culture but also learn about Americans and others, too. This idea has been best demonstrated by the desire on the part of consultants to not only participate in SAIL programs but to interact with other consultants both formally and informally to broaden their own knowledge. Students have been very enthusiastic about the program and are very willing to give of their time.

### 2. Developing and Implementing Training Modules

Students wishing to serve as Cultural Consultants have participated in a series of training workshops, which are conducted in a seminar style combining lectures and actual working exercises. These have focused on elements which help consultants become effective cultural and global educators and stress **understanding one's own culture and other cultures, learning how to convey cultural knowledge across cultures, being an effective cultural consultant both within and outside SAIL, and communicating their knowledge to different audiences and in different settings.**

Students are trained to communicate across cultures, using a model we call "bridging" which emphasizes understanding ones' own experiences/culture **and** postulating about the expertise/knowledge of the audience to whom they will speak. The idea is bringing the awareness level/cultural perspective into the equation of teaching to prepare an approach that can be understandable within the context of the audience. Specific training in pedagogical skills and approaches are accented here to help prepare consultants. In short, we stress the **development of cultural and global educators** through our training.

The training workshops are well attended and received by SAIL's Cultural Consultants. One of the strengths of these workshops has been the emphasis on consultants learning through each other, as exercises bring students from a myriad of cultures together to explore, work through and discuss issues and problems. Consultants have requested more interactions with each other. Moreover, consultants have indicated that coming together in these programs communicates to them that the university really values who they are and offers them the opportunity to meet with others interested in cultural and global learning.

To complement the training workshops, we developed training materials which are given to consultants at the workshops. These provide a valuable tool for consultants as they prepare for activities, and we have learned that giving consultants as much information as possible alleviates anxiety. Materials stress pedagogical skills, advice on preparing for presentations, examples of approaches, and anecdotes on being a cultural consultant.

### 3. Placing Cultural Consultants into Programs

Cultural Consultants are being used in many ways at Michigan State University, both on campus and in the community. SAIL has either sponsored directly or assisted in implementing many of these programs. Examples include:

**Academic Programs**. These involve having cultural consultants provide insights about cultural or global phenomena through presentations or serve as resources to courses and/or academic workshops. SAIL staff also work with faculty and academic departments to coordinate infusion of consultants into academic programs. Areas of involvement include Academic Courses, Overseas Studies Orientations, and the Global Awareness Consortium.

> **Courses**: Courses in which consultants have been included have been in the academic disciplines of Social Sciences, Natural Sciences, Arts and Letters, Education, Agriculture, and Business. The classroom sessions have been varied in the way consultants are actually utilized. Sometimes consultants present lectures and other times the format is such that the consultants are panel members or part of a small group within the class, sharing materials in this manner.
>
> Through evaluation, we have determined that the way to reach the undergraduate population in the most powerful, productive, and lasting way is to focus on the classroom. In the classroom a variety of students can be found. Students range from having little to no interest in international issues or they may be as interested and knowledgeable as a consultant. This is somewhat different than co-curricular activities which usually involves students who already have an interest and thus choose to participate in an activity or event. Every

classroom session in which SAIL has participated has received positive reviews. One professor said the experience with the SAIL consultants was the most interactive and involved his students had been, not only during this particular class, but in all the years he has taught the course.

Alas, we were not as successful in opening the doors of formal courses on MSU's campus as we had hoped. As discussed elsewhere, our efforts to infuse cultural consultants into the classroom were received wholeheartedly by faculty in terms of verbal support but not in terms of utilizing cultural consultants on a frequent basis. Consultants were used frequently in community colleges which are members of the Global Awareness Consortium and four year colleges located near MSU. The four examples listed here give a sample of the realized potential which was experienced in some courses.

**A. Introductory Natural Science Course** -- A section of this course was devoted to environmental issues on a global level. SAIL consultants served on a panel and as facilitators of discussions group on the environmental problems of their home countries. Students asked many questions about the issues and concerns, and the actions which consultants governments were taking. As resource people in the discussion groups, consultants facilitated discussions about strategies which could be used to deal with problems. They provided background information on their countries and perspective on why particular strategies would or would not work if applied in their respective countries. SAIL staff and consultants attended a follow-up meeting in which the student's presented their plans for solving environmental issues. Most plans were directly related to what had been discussed with consultants and about inter-relationship between countries. Consultants were from Philippines, Saudi Arabia, Canada, Austria, Cote d'Ivoire

**B. Graduate level marketing course** -- Norman Lee, Coordinator. This course focused on a different marketing topic each session. Much like the Natural Science course, cultural consultants served on a panel, and then as facilitators of group discussions. In this course, the consultants were from the U.S. who had participated in Overseas Studies programs. They served as company representatives familiar with various cultures and countries, and served as resource people for groups developing international marketing programs. Course students were attempting to market a product in different countries and consultants gave feedback on the strategies, on why they would or would not be effective, or how they would be received from a cultural standpoint.

**C. Sociology Course** -- Dr. Charles Gross, Professor of Olivet College, a small liberal arts institution in Olivet, Michigan, used consultants from Africa in his Sociology course dealing with issues related to third world environments. Consultants presented papers and lecturettes on their country, examining community building, problem solving, and decision-making in their countries. In the course of these presentations, students were provided information about the demographics, economy, social relationships, health care, communication, and education of the country being discussed. Students in the course had opportunities to ask questions and raise issues for the consultants. The cultural consultants were from Rwanda, Zimbabwe, Zaire, Sierra Leone, and Malawi.

**D. "Internationalizing the Curriculum Film Series"**, sponsored by International Studies and Programs, SAIL, and Internationalizing Student Life. This program used a series of full length feature films which had international and multi-cultural themes. Movies included *Salaam Bombay, Dim Sum, My Beautiful Launderette* and *Mississippi Marsala.* After each film, there was a discussion in which cultural consultants commented on the themes as seen through the eyes of individuals living in the countries (or being of the culture) represented in the film. Discussions typically were very lively and raised many issues related to the themes of the movies and intercultural dynamics.

**Overseas Studies Orientations:** These programs are designed to prepare students for specific overseas study programs and focus on familiarizing students about the country (countries) to which they will be travelling. The typical format is to have a panel of consultants share their experiences, have small group discussions, and allow for questions to be addressed to the consultants. The overall goals of this program were to promote overseas study programs, assist students in preparing for immersion into a new culture and help reduce anxiety about overseas study. Orientations take place on a regular basis throughout the year. As a follow-up to these sessions, students can meet with consultants, some of whom have been hired as "Peer Advisers" to counsel students about specific issues related to overseas study and to promote programs offered through the university.

In addition to regular program-specific orientations, a general orientation model was developed by one of the cultural consultants in conjunction with SAIL staff. The aim of this program was to provide a general framework of the issues and types of experiences overseas study offers. Emphasis was placed on cultural immersion, cultural readiness, and re-entry.

**Global Awareness Consortium** is a program which involves visiting rural Michigan community colleges which are members of the Global Awareness Consortium to give presentations on cultural and global issues and concerns. These programs are among the most popular with consultants. They enjoy the interactions with the students and also have an opportunity to see parts of Michigan outside the campus community. Consultants have commented, moreover, on the energy and enthusiasm on the part of the students they visit and many of the consultants have had follow-up correspondence with the students. This area of SAIL is exciting, rewarding, and promising.

**SAIL Speakers Program/Community Activities** . These programs are designed to have either "Cultural Consultants" who are native to a particular country or region of the world, or U.S. students who have lived or studied overseas, share cultures of countries outside the U.S. with Michigan State University students, faculty and staff. Programs take many formats, including individual presentations and panel sessions.

One area in which the Speakers Program especially has been well received has been the MSU Union Activities Board Noontimes Program, which has provided an excellent opportunity to publicize SAIL and to promote international awareness and understanding. Before Noontimes, SAIL offered single speaker presentations on India and the Middle East. Both activities were well attended but were centralized around the International Studies and Programs therefore the audience was a familiar one. Through the Noontimes Program, which are one hour programs of a cultural, social or academic nature offered three times per week by the Union Activities Board, SAIL has had the opportunity

to have a larger and more diverse audience. For our programs, a panel format was used to provide a diverse flavor to the regional area of focus. The audiences were very receptive and always have a wide variety of questions for the consultants.

Examples of community based activities include:

**Harrison Community Schools** -- Cultural Consultants have spoken to World History and language classes in secondary school about contemporary issues in different countries; and to Middle School students about cultural practices and education around the world.

**China Project, Lansing School District** -- The Lansing School District was involved in a study exchange with China, studying culture and history of that country. Consultants from China and faculty from MSU Asian Studies Center participated in courses to teach students about China.

**Warren Woods School District** -- SAIL has engaged in an on-going program with two elementary schools to develop a global education program and have cultural consultants work with students and teachers to promote global awareness. Consultants from a variety of countries participated in teaching classes and meeting with teachers. Consultants from China, Philippines, Jordan, Bangladesh, Egypt, Japan, Taiwan, Turkey, and Venezuela.

**Internationalizing Student Life Programs and Cultural Awareness Training.** These include, among other activities, speaking before student groups, planning cultural programs, serving on panel discussions about cultural and global issues for MSU students, faculty, and student life staff, and working with training teams to promote awareness and understanding toward cultures different than our own.

This is an arena in which SAIL has been very active since it's inception. Internationalizing Student Life (ISL) has created programs and SAIL supplies the consultants for many of these programs. Because of this strong link SAIL has built an excellent reputation within the co-curricular arena. Some examples of programs in this area include:

Presentation to a group of high school students to foster interest in travelling to Japan;

Speakers program though the MSU's Kellogg Center Adult Learning Office. Focus of program was Egypt. SAIL was the liaison in providing an individual to speak on the topic.

Cross-cultural Awareness Training and Development session for residence life staff in which consultants participated and helped facilitate exercises in intercultural communication and understanding.

Residence hall panel presentation on the issue of comparative education on the collegiate level. A comparison/contrast between U.S. education and education in Europe and South Africa.

"Three Chinas" -- Phi Beta Delta, (International Honor Society), presentation on life, culture, and society in the "Three Chinas" (Hong Kong, China, and Taiwan).

"Views of Peace" - Discussion of peace prospects in the Middle East, with comments offered by consultants from Israel and Palestine.

Department of Student Life's "Annual Leadership Conference." Nancy Mark, Joe Cousins, Coordinators. Two sessions involved international perspectives on leadership and ethics. U.S. and foreign students participated as consultants .

Internationalizing Student Life and Phi Beta Delta presentation on the current issues in Russia and Eastern Europe.

Women in Society and Religion; sponsored by Diocese of Lansing, St. John's Catholic Church, and Council Against Domestic Assault. Panel discussion focused on treatment of women by society and their place in religious organizations; cultural consultant from Central America provided perspectives.

**Miscellaneous.** SAIL has also sponsored and facilitated academic training workshops for faculty/academic staff and students on campus. These included a Seminar Series on Cross-Cultural Learning and Communication featuring Drs. Janet and Milton Bennett of the Intercultural Communication Institute, and cross-cultural communication and teaching programs for students conducted by SAIL staff and faculty, and staff of affiliated programs on campus. The latter were aimed at providing consultants with skills to be more effective intercultural communicators and educators.

In addition to these programs, Jane Burnett and Ken Ebert developed and coordinated cross-cultural communication and understanding programs. Such programs have been conducted for MSU's Office of Human Resources and Administrative Information Services, the MSU Federal Credit Union, and Pax Christi of Michigan. In addition, through participation in the CVIP School Program, SAIL has played a critical role in instructing teachers on internationalizing their classrooms, promoting global and domestic diversity, and helping teachers and other educational professionals develop a better sense of cultural understanding and sensitivity.

Finally, SAIL co-sponsored the development of training video on "Multi-cultural Life and Diversity at MSU". This video is used at orientations and for staff training.

**4. International Issues Survey**

A part of SAIL's approach has been development of the **International Issues Survey**, which was designed with the idea of assessing the student interest in international relations, concern about global issues, tendencies toward ethnocentricity, views toward other nations and people, interest and proficiency in languages, interest in and extent of travel both domestically and abroad, contact with international students, and how people learn about the world. The purpose of this assessment was to attempt to obtain a baseline level of information on the general cultural and global knowledge and sensitivity among the undergraduate population at MSU.

In 1991, a survey was developed and distributed through the Office of Residence Life staff to a stratified sample of 1,000 MSU undergraduate students living in MSU's residence hall system. The study's results included the finding that :

* 46.1% of the respondents claimed that they discuss international issues in their classes less than once a week; only 9.8%, four or five days a week.

* 73.7% indicated they discuss international issues **outside** of class once a week or more often.

* 70.0% indicated they had **not** attended any programs in international topics since coming to MSU. Of those who had, 44.3% had attended only one, 33.3% had attended two, and 13.5% had attended three.

* 41.7% never or rarely had contact with international students.

* 45.0% claimed their primary media source of news was a newspaper, 37.7% television; 37.7% watch world and national news on television three or more days a week. 47.4% claimed to read a newspaper daily.

With respect to demographic differences in related activities, the survey found that:

* Females were more likely to watch television news more often than were males.

* Males and females did not differ with respect to the percentages who had attended international programs or how often they discuss international issues outside of class.

* Freshmen and seniors were more likely to discuss international issues **in their classes** more frequently than were either sophomores or juniors.

* The frequency of discussing international issues **outside of class** increased linearly with academic class level.

* African American students were significantly less likely to discuss international issues **outside of class** than were either white or other students, but they were **more likely** than white or other students to claim they became aware of international issues to a greater extent from **outside of class**.

* African American students were also significantly **less likely** to have traveled very extensively.

Given the findings of this study, we designed strategies which we hoped would be diverse and pervasive enough to attract students who otherwise would not self-select into these activities. By sampling audiences, we found that many students did come because the idea of hearing students perspectives attracted them. Also, with the Noontimes Programs, we reached students who otherwise would not have attended programs of an international or cross-cultural focus.

### E. Evaluation/What We Have Learned

We have found that cultural consultants are valuable resources and are very effective in promoting cross-cultural and global learning, especially when course and program participants have the opportunity to interact widely with cultural consultants, allowing for "student to student"

interactions. Course faculty and program leaders report that students in their courses and programs benefitted greatly from interactions with the cultural consultants. The opportunity to hear from individuals who reside in particular countries has enhanced learning and resulted in different approaches on the part of students to examining course and program subject matter. For example, papers submitted in courses using cultural consultants referred to issues prominently raised in discussions involving cultural consultants. Moreover, faculty reported that cultural consultants were often asked questions about day-to-day existence, family structures, schooling approaches, holidays, eating customs, food, etc. In short, the subjective/personal world of cultures was discussed in courses, thus achieving one of our goals. Overseas Study Orientations have served as a forum for questions which deal with the "nitty gritty" of experiencing a country from a student perspective. Students appear more willing to address such questions to cultural consultants than they do to faculty and apparently gain much from the experience. Students returning from programs report that speaking to a cultural consultant beforehand proved to be very useful during their study program as it reduced anxiety and opened up aspects of the program not discussed elsewhere.

In community programs, elementary and secondary school teachers report that there is considerable discussion by students about the visiting cultural consultants and their respective countries, and these discussions take place at home as well as at school. Of equal importance is that school administrators report their schools have taken on a more global approach to learning and the learning environment in part due to the interaction with visiting cultural consultants. Students, teachers, administrators and staff seem "to be more culturally aware", even a year after consultants have visited a school.

In examining the effectiveness of consultants in programs, we also learned that in addition to having the opportunity to interact widely with cultural consultants, several other factors facilitate successful use of consultants. These include a) those requesting cultural consultants being clear about their needs, plans, and expectations, and articulating these to cultural consultants; b) cultural consultants being appropriately matched with the course and/or program; c) planning and training with the cultural consultants occurring and the consultants understanding the role they are playing in the course or activity; and, d) class members, workshop participants, and other audiences understanding the role cultural consultants play.

In summarizing the value of utilizing cultural consultants, we have learned that cultural consultants are a very valuable resource and enhancement to traditional approaches to teaching about international, comparative and cross-cultural subjects. We found that students apparently are exposed through contact with cultural consultants to aspects of cultures and countries typically not presented in many courses, and the person-to-person contact facilitated greater awareness about cultures and countries outside the United States. While cultural consultants are a valuable resource, we cannot say that cultural consultants provide a more qualitative perspective (or "better education") than traditional approaches to cross-cultural, global and international learning. They do represent a valuable resource which we believe should be utilized. We also learned that there was careful balance to maintain, in that the most successful approaches were those coordinated closely with supportive faculty whose approach was complemented by the presence and involvement of cultural consultants.

In considering the impact that SAIL participation has on the foreign and U.S. students serving as cultural consultants, we assumed that students would enjoy speaking about their experiences.

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However, we were surprised -- pleasantly -- on two fronts. One surprise was that so many students wished to volunteer to be cultural consultants. The second was learning that students serving as cultural consultants found this experience to be a very valuable enhancement to their own educational experience, too. U.S. students returning from overseas studies programs reported that the SAIL experience immensely helped them to re-acclimate to U.S. culture, validated this experience for them as being worthwhile, and offered them an opportunity to share their experiences with others. Foreign students indicated that they felt valued for who they were culturally since SAIL provided an opportunity to teach students from the U.S. and other countries about their culture and country. We speculate this may have an impact on their overall acclimation to the campus and U.S. culture since that identity is being valued. They also are learning more about the U.S. educational system, and other cultures, including but not limited to U.S. cultures. Moreover, both foreign and U.S. consultants reported that one of the most enriching aspects of SAIL was the opportunity to interact with each other. Consultants sought out opportunities to meet even when formal activities were not planned.

There were also results which were not as positive. For example, while we believe academic courses are the arena which is the most fertile ground for benefits to be obtained from using cultural consultants, we did not have the degree of success that we expected for incorporating cultural consultants into courses taught on campus. MSU faculty, in general, praised SAIL and its aims. Cultural consultants were used in various disciplines, most notably, Social Sciences, Natural Sciences, Arts and Letters, Education, Agriculture, and Business, and in all cases were reported as being valuable resources for learning. However, cultural consultants have been utilized only to a small degree, albeit successfully, on campus. They have been utilized more frequently by the member community colleges of Michigan Global Awareness Consortium and four year colleges located near Michigan State University. Factors effecting this aspect of SAIL were a change in calendar systems from quarters to semesters, and revision of curriculum, which faculty reported as taking up a great deal of their time. Faculty indicated that new approaches would be beneficial, but the timing was not propitious for doing so. Additionally, we struggled with trying to understand the "culture" of the faculty. This, in retrospect, seems ironic given that part of our purpose was helping students to become more "culturally" aware. As a result, in spite of positive reviews and support from on-campus faculty, our efforts to infuse consultants into the classroom were more successful away from campus.

We also discovered that using students is not without problems. Some students are not reliable, agreeing to participate in a class or a co-curricular program and then not appearing. Some consultants proved to be better suited for some programs than for others. An example of this was a student who was very good in small groups or on panels, but literally went speechless when she had to speak before a large group by herself. But these were clearly the exceptions rather than the rule, with the cultural consultants usually very prepared and eager to participate in activities.

### G. Another Lesson: The Challenge of Time

In developing SAIL, many challenges and issues have been encountered, not the least of which is introducing the concept of utilizing cultural consultants as resources for cultural and global education into the academic arena. An equally significant challenge, however, has been finding sufficient time to plan appropriate ways for utilizing consultants. A considerable amount of time is involved in strategizing with individuals requesting SAIL's Cultural Consultants; more time than we initially

realized would be needed. Over time, we have grasped the true meaning of "strategies", and how vital a part of SAIL this element is.

It is not infrequent to receive requests from individuals who know they want to do something with an international focus but aren't exactly sure what they want to accomplish. Many programs and courses seeking cultural consultants had not fully developed a plan for incorporating the consultants. "We want a speaker" or "we want a panel" was often the request, without consideration of how this would fit into their course or program. The SAIL staff and the consultants serve as creators and definers. It is virtually impossible in most cases to connect a program with a consultant without some intervention by SAIL staff. The brainstorming, planning, developing, and implementing take time. It means listening to the needs of the requestors and often helping to define their needs. From this stage SAIL staff determine which consultants fit the request. As a result, we developed a planning approach for developing programs and how consultants can be used.

Finding available consultants entails time. Since we stress to consultants, and prospective users of consultants, that consultants are students first, this often means that consultants are not available for every request we receive. We never impose our requests on short notice and will never place a consultant into situation for which they are not prepared or which can lead to hostility being expressed against a culture or country. A flow of communications takes place between SAIL staff and consultants. This flow includes letters, phone calls, meetings, etc. Consultant(s) will then respond with their agreement to participate. For classroom activities, we hold at least one meeting, often more, before the session to prepare. It is important to share the expectations of the requestor and the consultant(s). When the class or activity is scheduled, SAIL staff attend, sometimes playing a role of facilitator if necessary. After the session, thank-you letter(s) and evaluations are sent to all participating consultants. A thank-you is also sent to the requestor along with an evaluation form. Our aim is to ensure that consultants are appropriately matched with courses and programs, and that strategies designed for using consultants make sense. A great deal of time is needed to work through the details of a strategy to ensure that everything fits together.

One final lesson we learned regarding "time" was that implementing a program such as SAIL requires an institutional commitment, and either needs to be done on a full-time basis (rather than the part-time implementation), or be focused on a specific areas of programming. We believe that "cultural consultants" can be "priceless" resources. However, we may have erred in trying to "be all things to all people". We learned that a great deal of time is needed to fully develop approaches to planning, promoting, utilizing and evaluating the ways cultural consultants were used.

### H. Dissemination and Continuation

FIPSE projects are developed to be models and we believe the SAIL program fits this agenda. It is easily replicable and has applications at large as well as small institutions. The "Cultural Consultant Concept" has a wide range of applications and can be easily implemented.

To date, information about the SAIL program in the form of pamphlets and reports about SAIL has been sent to over 200 institutions around the United States and to approximately 35 universities overseas. There has been a great deal of interest in the SAIL program and in our approaches to infusing students into curricular and co-curricular approaches to internationalization. In addition, to mailings, papers about SAIL or aspects of the program have been presented at such meetings and

conferences as the FIPSE Annual Directors meeting, and the National Conference of NAFSA: Association of International Educators (1991, 92, and 93), regional and state meetings of NAFSA: Association of International Educators (1992 and 93). We know that our model has been developed at several other institutions to date.

Our plans for continuation include being housed in the newly formed Office of International Education Exchange. Cultural consultants are being used in Overseas Study Orientation programs and in community-based programs as this report is being prepared. Moreover, SAIL recently co-sponsored a Hunger Awareness Program and Soccer Tournament, and is facilitating cross-cultural communication workshops on campus and in community organizations.

## I. Conclusions/Recommendations

As stated throughout, we have learned much from SAIL, and have two recommendations for others planning to establish programs in this mold. As stated above, cultural consultants can serve as very valuable resources and there is great potential for utilizing the expertise of international experienced foreign and U.S. students. We have explored many possibilities during the past three years but know there are other ways that the concept of "cultural consultants" can be applied. If the commitment is made to such an approach, much success can be attained. We recommend that the commitment be made since it is valuable to all concerned -- the institution as well as the cultural consultants. Our other recommendation is that institutions planning to have a SAIL-like program should be sure to include faculty in the planning process and have faculty help in promoting the program. This may seem obvious but programs involving student participation in the curricular learning process can be overlooked as not vital or useful, when in fact they offer a immense potential. Weight needs to be given to faculty participation in planning and designing approaches such as SAIL, for their participation can be very essential for its success.

Finally, the success which the SAIL Program achieved would not have been possible without the support and contributions of many individuals, from the original planning group to the individuals who requested and utilized the services of cultural consultants to the cultural consultants themselves. Not all of the people involved can be named here but we would like to thank the following people for their timely and valuable contributions and support to the program:

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and especially,
All the Cultural Consultants of the SAIL Program

## APPENDIX A:

## "WHAT IS A CULTURAL CONSULTANT?"

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## What is a **Cultural Consultant** and What Does Being One Entail?

"What is a Cultural Consultant?

Cultural Consultants are many people doing many things. A cultural consultant is demonstrating the appropriate way for a Zairian youth to approach an elderly Zairian or a U.S. student recently returned from Austria sharing her experiences with a group of student planning to participate in an Overseas study program in that country. Cultural consultants are also resources for a Natural Science class studying environmental problems around the world, or assisting a group of graduate business students consider the cultural implications for marketing a product in various countries. In all these cases, it is the sharing of cultural and global perspectives, heightened by the experience of living in a culture different than our own, with others to help promote cultural and global awareness and understanding.

"What does being a Cultural Consultant entail?

Being a Cultural Consultant entails several things:

a) it is a recognition that we all have cultural identities and/or experiences to share, an experience and identity that is heightened or enhanced by studying and/or living in a culture different than our own;

b) it is a recognition that as an individual who has lived/studied or is living and/or studying in another culture, you have experiences which distinguish you from the most other students;

(b) it is a willingness to share the awareness and knowledge which you have gained from this experience with others;

c) it is a recognition that although you have had these experiences, what you know constitutes only part of the whole picture, i.e. being a cultural consultant means having a willingness to engage in learning experiences which enhance **your** awareness of the world **and** your studies;

d) it is having time to participate in programs and to prepare for your participation;

f) it is a having a commitment to the idea that having an awareness and understanding about other cultures, the world, and global issues is important; and,

g) finally, it is a desire to enjoy yourself, as you engage in sharing your perspectives and learning about others; i.e. **being a cultural consultant means having fun!!!**

## APPENDIX B:

## GENERAL WAYS TO UTILIZE CULTURAL CONSULTANTS

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## APPENDIX: ANTICIPATED USES OF CULTURAL CONSULTANTS

Many activities are utilizing Cultural Consultants, and many other programs are still being planned. A sample of various programs and strategies developed follows:

**Academic Programs** -- which involves having cultural consultants make presentations or serve as resources to courses to provide insights about cultural and/or global phenomena.

**Speakers Program** -- which involves participating in panel discussions or doing individual talks about cultural and global issues and concerns in residence halls, at new student orientations, in classes, and/or to community groups;

**Global Awareness Consortium** -- a program which involves visiting rural Michigan community colleges and high schools which are members of the Global Awareness Consortium to give presentations on cultural and global issues and concerns;

**Cultural Awareness Training** -- which entails working with training teams to promote awareness and understanding toward cultures different than our own;

**Overseas Studies Departure and Re-Entry Orientations** -- which involves working with the Overseas Studies Office to assist in orientating students to countries in which they will be studying, and assisting such students with re-entry to the U.S.; and,

**Internationalizing Student Life Programs** -- which includes, among other activities, speaking before student groups, planning cultural programs, and serving on panel discussions about cultural and global issues for MSU students, faculty, and student life staff.

Within, as well as outside of the scope of these specific programs, cultural consultants can serve in a number of ways. Examples of these include:

** Serving as academic resources for discussions or presentations in classes on internationally or cross-culturally related topics. For example, a student from Japan might serve as a curricular cultural consultant to a faculty member teaching a course in Management Theory augmenting available written literature on management practices and problems in Japan.
** Providing information to educators and academic advisors about education approaches and systems in various countries.
** Enhancing the learning of comparative, international, and cross-cultural phenomena during campus activities and programs.
** Assisting with teaching staff and other members of the MSU community about other cultures and about issues and concerns of international students.
** Assisting in preparation of students embarking on overseas study programs or overseas careers.
** Assisting faculty and staff in anticipation of overseas work or in preparation of overseas study courses and training programs.
** Serving as program assistants for presentations, dinners, and similar activities with international

or cross-cultural emphases.

** Commenting on foreign news events and/or writing informative/opinion columns for news publications and radio stations.

** Assisting in development of health education materials and programs for students from different cultures and societies.

# APPENDIX C:

# INTERNATIONAL ISSUES SURVEY

# AND MATERIALS

Dear _____

The sweeping events around the world in the past two years have raised new questions about how we as Americans will interact with the nations and peoples of the world in the next decades. Continuing its long history as a leader in cooperative international programs, Michigan State University is trying to assess the current views of future community leaders like yourself to determine what might be done to best meet the global challenges of the next decades.

You are one of a relatively small number of undergraduates living in residence halls on campus who are being asked to give opinions on international issues. Your name was drawn in a random sample of all on-campus undergraduates. In order that the results will truly represent the thinking of undergraduates at MSU, it is important that each questionnaire be completed and returned.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so we can check your name off of the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire itself.

The results of this research will be made available to planners in the Office of International Studies and Programs and the Office of Student Affairs. You may receive a summary of results by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it. Please do not put this information on the questionnaire itself.

I would be most happy to answer any questions you might have. Please write or call. The telephone number is 355-6672.

Thank you for your assistance.

Sincerely,

Larry A. Hembroff, Ph.D.
Survey Director

## INTERNATIONAL ISSUES SURVEY

### INSTRUCTIONS FOR RESIDENT ASSISTANTS

The Office of International Studies and Programs and the Office of Residential Life are conducting a survey of a random sample of students regarding issues relating to cultural diversity and international awareness. The Office of Residential Life has agreed to have Resident Assistants distribute and retrieve questionnaires for those students selected into the sample. The target date of distribution is May 8th. We are providing you with detailed instructions as to what should be done to collect this valuable data.

Basic Instructions

1. Select a time when most students in your precinct are in their rooms and available for about 15 to 20 minutes. We have found that often a good time is from 6 to 7 pm.

2. Go to the room of the student named on the packet. Give the packet only to that student and no one else.

3. Give the student the following information and instructions:

    a. This is a major university-wide survey for evaluation of a teaching program at MSU.
    b. The student has been randomly selected from all registered undergraduates at MSU.
    c. The questionnaire will take 15-20 minutes to complete.
    d. All answers given will be kept strictly confidential and the responses will not be publicly linked to the individual in any way.
    e. The survey is voluntary but students' participation is extremely valuable to the university.
    f. The student is requested to wait until after filling in the questionnaire before talking about the questions with friends.
    g. After finishing the questionnaire, the student should put it in the return envelope provided and seal it.

4. Tell the student that you will return in 20 to 30 minutes to pick up the questionnaire. If that is not convenient, then please find out when it could be picked up and return at that time.

5. After each delivery of a questionnaire, mark the date on the table provided.

6. Go to the next student and repeat the above procedure until all packets have been distributed.

7. After all, or as many as possible, of the questionnaires have been delivered, and 20 to 30 minutes have passed, return to the first student to pick up the questionnaire. Mark the list to show that the questionnaire has been picked up.

8. Please make as many follow up attempts as necessary to deliver and retrieve all the questionnaire packets. The overall quality of the study is greatly affected by the total return rate for the survey.

9. On May 16th return to the Head Resident all the questionnaires you received and the checklist.

Special Instructions

If The Named Student Is Absent

It is very important to give the questionnaires only to the students who were selected. Please do not leave the packet with any person but the named student. Try to find out from roommates and friends when the named student will be present and available to fill in the questionnaire. You might leave a note saying when you will return and then return at that time. When you have found the student, follow the procedures outlined above.

If you're having difficulty contacting particular students, you might return to the student's room at different hours and days. You might have to try several times before contacting the student. Although this may seem like a lot of work, each RA should only have to be responsible for a few packets. Your assistance is both essential to the success of the project and greatly appreciated.

If The Named Student Wants to Take the Questionnaire, Work On It Later, And Return It To You

In this case it is especially important to emphasize that the student should fill in the answers before discussing the questions with friends. You should also carefully make arrangements either for the student to drop off the completed questionnaire with you or for you to pick it up. Make sure to note the delivery date in the table of deliveries and pick ups.

THANK YOU FOR YOUR ASSISTANCE

## INTERNATIONAL ISSUES SURVEY

### INSTRUCTIONS FOR RESIDENT/COMPLEX DIRECTOR

The Office of International Studies and Programs and the Office of Residential Life are conducting a survey of a random sample of students regarding issues relating to cultural diversity and international awareness. The Office of Residential Life has agreed to have Resident Assistants distribute and retrieve questionnaires for those students selected into the sample. The target date of distribution is May 8th. We are providing you with detailed instructions as to what should be done to collect this valuable data.

1. You have received the following:

   a. A set of packets to be distributed by each RA. The packets are clustered by precinct to simplify your distribution. There is one packet for each student selected into the sample. The selected students' names and addresses are printed on each packet. There is a cover letter, questionnaire, and a return envelope inside each packet.

   b. You have also received a copy of Instructions for Head Residents and one copy of Instructions for each Resident Assistant.

2. Please deliver to each RA the packets to be distributed to his/her precinct.

3. The packets should be delivered to each precinct on May 8th or as close to that date as possible.

4. Please review the distribution instructions with the RA's and answer any questions that arise. If you are uncertain abut any of the procedures, please contact Dr. Larry Hembroff at 5-6672.

5. The Instructions for Resident Assistants tell them to begin delivery of questionnaire packets as soon as possible and to return the completed questionnaires to you on May 16th.

6. The Social Science Research Bureau will pick up the questionnaires from you on May 17th.

7. If there are any questions please phone for further guidance.

THANK YOU FOR YOUR ASSISTANCE

MICHIGAN STATE UNIVERSITY

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# INTERNATIONAL ISSUES SURVEY

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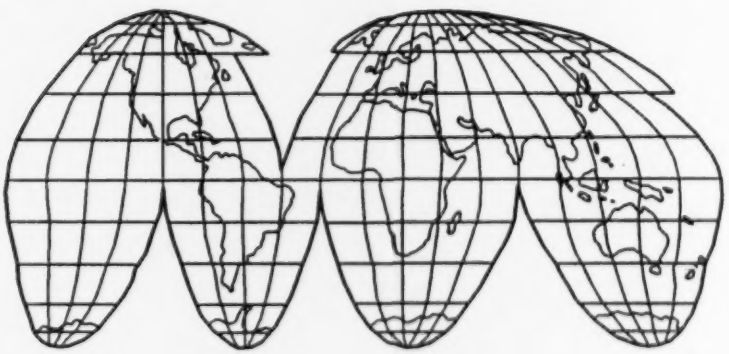

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Conducted for the Office of International Studies and Scholars by the

CENTER FOR SURVEY RESEARCH

Social Science Research Bureau
301 Olds Hall
Michigan State University
East Lansing, MI 48824

You indicate your voluntary agreement to participate by completing and returning this questionnaire. All responses to this questionnaire will be kept strictly confidential. Should you have any questions about the survey, please call: (517) 355-6672.

## SECTION A: INTEREST IN INTERNATIONAL RELATIONS

**In this first section, we would like to find out how interested you are in international relations.**

*(Circle the number)*

| | | Strongly Agree | | | | Strongly Disagree |
|---|---|---|---|---|---|---|
| A1. | I find the customs of foreigners difficult to understand | 1 | 2 | 3 | 4 | 5 |
| A2. | I have almost nothing in common with people in underdeveloped countries | 1 | 2 | 3 | 4 | 5 |
| A3. | I am not interested in studying other cultures | 1 | 2 | 3 | 4 | 5 |
| A4. | I enjoy meeting people from other cultures | 1 | 2 | 3 | 4 | 5 |

## SECTION B: GLOBAL ISSUES

**The items below are events occurring in the world around us. To the extent that they each might possibly affect our way of life, how concerned do you think we should be about each of these.**

*(Circle the number)*

| | | Very Concerned | | | Not Concerned At All |
|---|---|---|---|---|---|
| B1. | Large national debts for many developing nations | 1 | 2 | 3 | 4 |
| B2. | Severe overpopulation in many developing countries | 1 | 2 | 3 | 4 |
| B3. | Civil wars in Central American nations | 1 | 2 | 3 | 4 |
| B4. | Development of the European Economic Community | 1 | 2 | 3 | 4 |
| B5. | Low wages in developing countries | 1 | 2 | 3 | 4 |
| B6. | Change in value of the Germany currency, the Deutsche Mark, as a result of Germany's reunification | 1 | 2 | 3 | 4 |

## SECTION C: DIVERSE CULTURAL PRACTICES

**Listed below are five features of society that vary across cultures. Within each topic, there are four statements that represent different views that individuals may have about these diverse practices. Please read each of the four sentences for each topic carefully and then circle the number beside the one that best describes your views on that issue.**

C1. Religions

1 While there may be only one god or supernatural force, the different religions represent ways that different cultures interpret that god or supernatural force.

2 There is only one true religion and only one true interpretation of scripture.

3 The variety of religions found in the world are just different ways of explaining the same forces shaping and controlling human existence.

4 There is only one religion, but different interpretations of scripture are equally reasonable.

C2. Food Patterns

1 That some cultural groups eat very unusual foods reflects their lower degree of civilization.

2 In order to survive, different cultures develop different food preferences and food patterns based on what is available within their territory.

3 The foods eaten by other cultural groups would be more like ours if they had a choice.

4 The practice in some cultures of eating dogs, beatles, or monkey brains is sick and repulsive.

C3. Sexual Practices

1 Cultures develop sexual patterns, either homosexuality, bisexuality, or heterosexuality in response to cultural and social needs.

2 While a few cultures may encourage homosexuality or bisexuality, they are extremely rare and do so only because of very unusual circumstances.

3 Some cultures which encourage homosexuality or bisexuality would really prefer heterosexual patterns if they had a choice.

4 Cultural groups that encourage bisexuality and homosexuality are perverse and unnatural.

C4. Technology

1 Some cultures are so primitive they live like animals.

2 Different cultures adopt technology to successfully solve their unique problems of survival.

3 The only way to civilize some cultures is to introduce Western technology.

4 While industrial technology may work well for some cultures, it may not work for others.

C5. Economics

1 Different economic systems may work well in different cultures, depending on their unique social and political needs.

2 Free enterprise is the only form of economy that works.

3 In a few societies, other economic systems may work better than the free enterprise system.

4 While other types of economies may work somewhat, a free enterprise is superior.

## SECTION D: RELATIONS WITH OTHER NATIONS AND PEOPLE

**In this section, we are interested in your views toward other nations and their people. For each item below, please indicate how strongly you agree or disagree with the statement.**

| | | *(Circle the number)* | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | | | | Strongly Disagree |
| D1. | Race prejudice may be a good thing for us because it keeps many undesirable foreigners from coming into this country . . . . . | 1 | 2 | 3 | 4 | 5 |
| D2. | Some cultures ought to be considered naturally less intelligent than ours . . . . . | 1 | 2 | 3 | 4 | 5 |
| D3. | Patriotism and loyalty are the first and most important requirements of a good citizen . . . . . | 1 | 2 | 3 | 4 | 5 |
| D4. | I'm for my country, right or wrong . . . . . | 1 | 2 | 3 | 4 | 5 |

| | | (Circle the number) | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | | | | Strongly Disagree |
| D5. | I think the American people are the finest in the world | 1 | 2 | 3 | 4 | 5 |
| D6. | We should strive for loyalty to our country before we can afford to consider world brotherhood | 1 | 2 | 3 | 4 | 5 |
| D7. | The best way to insure peace is to keep the U.S. stronger than any other nation in the world | 1 | 2 | 3 | 4 | 5 |
| D8. | The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines | 1 | 2 | 3 | 4 | 5 |
| D9. | The hatred of the U.S. by foreign countries is caused mostly by envy of our greatness | 1 | 2 | 3 | 4 | 5 |
| D10. | Our country should permit the immigration of foreign peoples even if it lowers our standard of living | 1 | 2 | 3 | 4 | 5 |
| D11. | I believe that the U.S. should send food and materials to any country that needs them | 1 | 2 | 3 | 4 | 5 |
| D12. | Our country should have the right to prohibit certain racial and religious groups from immigrating | 1 | 2 | 3 | 4 | 5 |
| D13. | I think that helping foreign countries is a waste of money | 1 | 2 | 3 | 4 | 5 |
| D14. | Immigrants should not be permitted to come into our country if they compete with our own workers | 1 | 2 | 3 | 4 | 5 |
| D15. | Any healthy individual, regardless of race or religion, should be allowed to live in whatever country he chooses | 1 | 2 | 3 | 4 | 5 |

## SECTION E: LANGUAGE

### PART 1. INTEREST IN FOREIGN LANGUAGES

**In this section, we are interested in your attitudes about studying foreign languages. Please, indicate how strongly you agree or disagree with each of the following statements.**

*(Circle the number)*

| | | Strongly Agree | | | | Strongly Disagree |
|---|---|---|---|---|---|---|
| E1a. | It is important for Americans to learn foreign languages | 1 | 2 | 3 | 4 | 5 |
| E1b. | Foreign languages are not an important part of the school program | 1 | 2 | 3 | 4 | 5 |
| E1c. | Studying a foreign language can be important because it enables one to better understand and appreciate the art and literature of another country | 1 | 2 | 3 | 4 | 5 |
| E1d. | Learning a foreign language is unnecessary because English is spoken almost everywhere | 1 | 2 | 3 | 4 | 5 |
| E1e. | Studying a foreign language can be important because it allows one to meet and converse with more and varied people | 1 | 2 | 3 | 4 | 5 |
| E1f. | Studying a foreign language can be important because you are able to participate more freely in the activities of other cultural groups | 1 | 2 | 3 | 4 | 5 |

### PART 2: PROFICIENCY IN FOREIGN LANGUAGES

**Students on campus have a variety of experiences with foreign language studies. In this section, we are interested in the languages you speak and where you learned them.**

E2a. Is English your native language?

*(Circle the number)*

Yes ..... 1

No ..... 2

E2b. Is there a language other than English also spoken in your parents' home?

*(Circle the number)*

Yes . . . . . 1

No . . . . . 2

E2c. Other than your native language, do you speak, read, or write any other languages?

*(Circle the number)*

Yes . . . . . 1

No . . . . . 2 *(Go to Section F)*

E2d. Please circle the letter in front of each foreign language below that you speak, read, or write.

*(Circle all that apply)*

a.....French

b.....German

c.....Hebrew

d.....Italian

e.....Latin

f.....Spanish

g.....Other *(Please, specify)*

_____

E2h. In general, how well do you communicate (read, write, or speak) in this foreign language? (If you know more than one foreign language, indicate your level of ability in the one that you know best).

*(Circle the number)*

Excellent . . . . . 1

Good . . . . . 2

Fair . . . . . 3

Poor . . . . . 4

## SECTION F: TRAVEL

**Students at Michigan State University have a variety of travel experiences. We are interested in how much travel you have done both in the United States and abroad.**

F1. Are you a resident of the United States?

*(Circle the number)*

Yes ..... 1

No ..... 2 *(Go to Section G)*

F2. Are you a resident of Michigan?

*(Circle the number)*

Yes ..... 1

No ..... 2 *(Go to F3)*

F3. Using the map of Michigan, in what section of Michigan did you live during most of your teenage years?

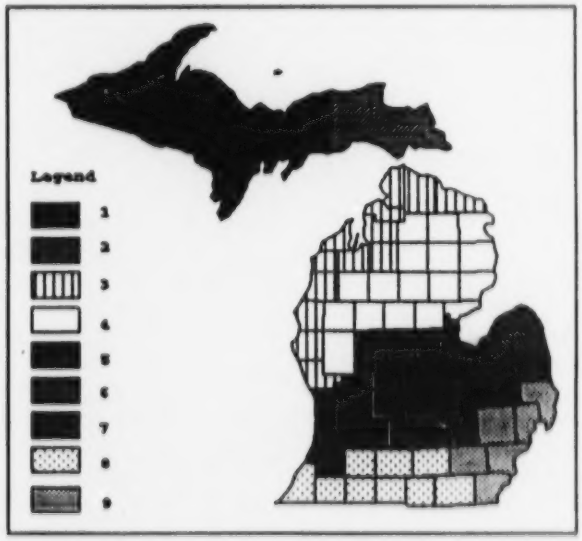
*(Circle the appropriate number from the line below.)*

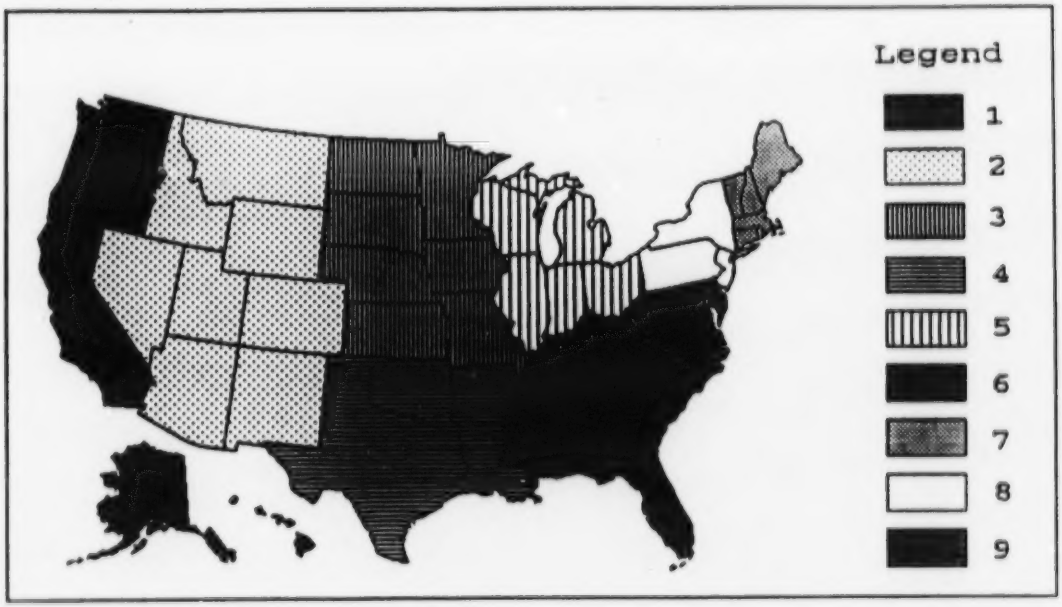
1 2 3 4 5 6 7 8 9

F4. Using the map of Michigan, what section(s) of Michigan have you visited?

*(Circle all appropriate number(s) from the line below)*

1 2 3 4 5 6 7 8 9






F6. Using the map of the United States above, what section(s) of the United States have you visited? Please, circle the numbers from the line below for all the sections you have visited.

*(Circle all that apply)*

1 2 3 4 5 6 7 8 9

F7. Have any of your friends traveled or visited countries outside of the United States?

Yes . . . . . 1
No . . . . . 2

F8. Have you ever visited a country other than the United States? (Reminder: Canada and Mexico are not part of the United States)

Yes . . . . . 1 *(Go to F9)*
No . . . . . 2 *(Go to F11)*



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F9. Listed below are the regions of the world. Please, tell us which regions you have visited, how many countries you have visited in each region, and how long in weeks you stayed there. If you have had multiple trips to a region, total your time for all trips.

| Have you visited any countries in . . . | | *(If so, circle yes)* | Number of Countries Visited | Number of Weeks Visited |
|---|---|---|---|---|
| a. | Africa | Yes | | |
| b. | Asia | Yes | | |
| c. | Australia and South Pacific Islands | Yes | | |
| d. | Europe | Yes | | |
| e. | North America | Yes | | |
| f. | South America | Yes | | |
| g. | Central America and Caribbean Islands | Yes | | |
| h. | Other *(Specify)* | Yes | | |

_____

F10. Through which of the following types of programs or arrangements did you spend time abroad?

| | | | |
|---|---|---|---|
| a. | College Study Abroad . . . . . | 1 | *(If you circle "a", go to F15, Page 11)* |
| b. | High School Student Exchange . . . . . | 1 | |
| c. | Group Travel . . . . . | 1 | *(If you circled any of these, but NOT "a", go to F9, Page 10)* |
| d. | Personal Travel . . . . . | 1 | |
| e. | Parent's Work/Transferred Abroad . . . . | 1 | |
| f. | Other *(please specify)* . . . . . | 7 | |

F11. Did you know that college study abroad programs are available at MSU?

*(Circle the number)*

Yes ..... 1

No ..... 2 *(Skip to Section G)*

F12. Were you aware that financial aid is available for study abroad programs?

*(Circle the number)*

Yes ..... 1

No ..... 2

F13. Have you ever <u>considered</u> participating in a <u>university sponsored</u> study abroad program?

*(Circle the number)*

Yes ..... 1

No ..... 2 *(Skip to Section G)*

F14. What factors were important in your decision <u>not</u> to study abroad.

*(Circle <u>all</u> that apply)*

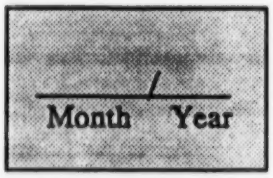
a. Could not afford to go ..... 1
b. Need to work during the summer to pay for school ..... 1
c. Concerned about language differences ..... 1
d. Concerned about cultural differences ..... 1
e. Lack of support from friends ..... 1
f. Lack of support from family ..... 1
g. Lack of encouragement from advisors or faculty ..... 1
h. Program offered undesirable locations ..... 1
i. Did not offer topics of interest ..... 1
j. Lack of fit in academic program ..... 1
k. Fear of unknown ..... 1
l. Fear of discrimination ..... 1
m. Did not know anyone going ..... 1
n. I am still considering to study abroad ..... 1
o. Other *(Please, specify)* ..... 7

Please Proceed to Section G

F15. What country did you travel to for your university study abroad program?

_____

F16. What month and year did you leave for your university study abroad program?




F17. What factors were important in your decision to study abroad?

| | | |
|---|---|---|
| a. | Financially able to go | 1 |
| b. | Able to get financial aid | 1 |
| c. | No language problems | 1 |
| d. | No major concern about cultural differences | 1 |
| e. | Support from friends | 1 |
| f. | Support from family | 1 |
| g. | Encouragement from advisors or faculty | 1 |
| h. | Program offered desirable locations | 1 |
| i. | Topics of courses | 1 |
| j. | Sense of adventure | 1 |
| k. | Other *(Please, specify)* | 7 |

_____

Please Proceed to Section G

## SECTION G: COLLEGE EXPERIENCE

**Many topics are discussed in college classes and around campus. We are interested in how often world problems and issues are part of your discussions.**

G1. On average, in your college classes, how often do you discuss world problems or issues?

*(Circle the number)*

| | |
|---|---|
| Less than once a month | 1 |
| About once a month | 2 |
| 2-3 times a month | 3 |
| About once a week | 4 |
| 2-3 days a week | 5 |
| 4-5 days a week | 6 |

G2. On average, outside of the classroom, how often do you discuss world problems or issues?

*(Circle the number)*

| | |
|---|---|
| Less than once a month | 1 |
| About once a month | 2 |
| 2-3 times a month | 3 |
| About once a week | 4 |
| 2-3 days a week | 5 |
| 4-5 days a week | 6 |
| 6-7 days a week | 7 |

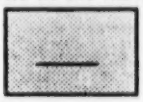
G3. Outside of the classroom, with whom do you typically discuss world problems or issues?

*(Circle all that apply)*

| | | |
|---|---|---|
| a. | Friends | 1 |
| b. | Relatives | 1 |
| c. | Classmates (other than in class) | 1 |
| d. | Other *(Please, specify)* | 7 |

G4. During the last term, how many programs on international issues or topics did you attend?

*(Write in the number)*



G5. To what extent have your college experiences outside the classroom contributed to your awareness of world issues?

*(Circle the number)*

| | |
|---|---|
| A great extent | 1 |
| A moderate extent | 2 |
| A small extent | 3 |
| Not at all | 4 |

## SECTION H: CONTACT WITH INTERNATIONAL STUDENTS

**During their academic careers at MSU, individuals have contact with many different students including international students. We are interested in how often you have contact with international students on a regular basis.**

H1. During an typical term, how often do you have contact with international students?

*(Circle the number)*

| | | |
|---|---|---|
| Never | 1 | *(Go to Section I)* |
| Rarely | 2 | |
| Occasionally | 3 | |
| Often | 4 | |

H2. In general, how would you describe your relationship(s) with international student(s)?

*(Circle the number)*

| | |
|---|---|
| Know several only by face | 1 |
| Acquaintances | 2 |
| Friends | 3 |
| Among best friends | 4 |

## SECTION I: MEDIA EXPOSURE

**Individuals receive information about the world from many sources. We would like to know from what sources you get your information.**

I1. On average, how often do you watch local news on television?

*(Circle the number)*

| | |
|---|---|
| Daily ..... | 1 |
| 5-6 days a week ..... | 2 |
| 3-4 days a week ..... | 3 |
| 1-2 days a week ..... | 4 |
| Less than one day a week | 5 |

I2. On average, how often do you watch world and national news on television?

*(Circle the number)*

| | |
|---|---|
| Daily ..... | 1 |
| 5-6 days a week ..... | 2 |
| 3-4 days a week ..... | 3 |
| 1-2 days a week ..... | 4 |
| Less than one day a week | 5 |

I3. On average, how often do you read a newspaper?

*(Circle the number)*

| | |
|---|---|
| Daily ..... | 1 |
| 5-6 days a week ..... | 2 |
| 3-4 days a week ..... | 3 |
| 1-2 days a week ..... | 4 |
| Less than one day a week | 5 |

I4. On average, how often do you get your news from the radio?

*(Circle the number)*

| | |
|---|---|
| Daily | 1 |
| 5-6 days a week | 2 |
| 3-4 days a week | 3 |
| 1-2 days a week | 4 |
| Less than one day a week | 5 |

I5. Concerning current events, which <u>one</u> of the following do you consider the <u>main source</u> of your information?

*(Circle the number)*

| | |
|---|---|
| Newspapers | 1 |
| Magazines | 2 |
| Television | 3 |
| Radio | 4 |
| Other *(Please, specify)* | 7 |

_____

## SECTION J: GENERAL INFORMATION

**This last section contains just a few questions about your college career and your background. This information is needed for statistical analysis purposes.**

J1. In which <u>department</u> is your major or intended major? *(Please, write in the space provided)*

_____

J2. As of last term, what is your approximate college grade point average (GPA)?

*(Write the number)*

| |
|---|
| __ . __ __ |



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J3. What is your academic level?

*(Circle the number)*

| | |
|---|---|
| Freshman | 1 |
| Sophomore | 2 |
| Junior | 3 |
| Senior | 4 |
| Other *(Please, specify)* | 7 |

_____

J4. What is your racial or ethnic background?

*(Circle the number)*

| | |
|---|---|
| White | 1 |
| Black or African American | 2 |
| Asian-American | 3 |
| Native American | 4 |
| Pacific Islander | 5 |
| Hispanic | 6 |
| Other *(Please, specify)* | 7 |

_____

J5. What is your sex?

*(Circle the number)*

| | |
|---|---|
| Male | 1 |
| Female | 2 |

J6. What is your age?

*(Write the number)*

**SECTION K:**

That's all the questions we have.

We want to thank you very much for your willingness to complete this questionnaire.

## APPENDIX D:

## PROGRAM EVALUATION FORMS



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For Courses/Programs Utilizing
Cultural Consultants

## SAIL PROGRAM EVALUATION

Course/Program: _____ Date Consultants Used: _____

Participating Consultant(s): _____

_____

1. How helpful were SAIL staff in planning your program needs? Were there areas that were especially helpful? Areas on which we could improve?

2. Were we able to provide consultant(s) when you needed them?

3. Please comment on how well the consultants met your expectations?

4. Were they prepared well enough for your needs?

5. Overall, please rate the consultants?

6. Would you use consultants in the future? Yes___ No ___
   If no, please indicate why?

7. How did you learn about SAIL?

8. Additional Comments or Suggestions? (Please use other side if necessary.)

Thank you for your comments and evaluation.
Please return to:

Dr. Ken Ebert, Director
SAIL Program, 103 International Center

## SAIL PROGRAM EVALUATION

Consultant Name (Optional)_____

Courses/Programs in Which You Participated _____

_____

_____

The purpose of this evaluation is to (1) learn what impact, if any, participation as a Cultural Consultant in the SAIL program had on you and (2) find out your thoughts about the program and the way it worked.

**Part 1: On being a Cultural Consultant**

1. In activities you attended, or in which you participated, did you feel your cultural experience/ identity was appreciated?

2. Did you have a chance to represent your country/culture adequately?

3. What expectations did you have for being a "Cultural Consultant"?

4. Were these expectations met? Yes ___ No ___

   If so, in what ways?

5. Why are you serving as a cultural consultant with the SAIL Program?

6. Was being a "Cultural Consultant" and participation in SAIL valuable to you?

   Yes ___ No ___

6. If so, in what ways? In not, why?



-over-

**Part 2: Logistics of the program**

1. Did SAIL provide sufficient time for you to participate in the program?

2. Did we give you enough information to help you prepare for presentations?

3. Overall, please rate the activities in which you participated.

4. Overall, what are your views of the SAIL program?

5. Should the SAIL program be continued?

   Yes_____ No_____

   Additional comments:

Thank you for your comments and evaluation. These will help us in evaluating the program.

Please return to:
Dr. Ken Ebert, Director
SAIL Program
103 International Center



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